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ABSTRACT

A study was conducted at College of the Sequoias (COS) to gather information about patterns of library utilization among vocational students. Specifically, the study focused on vocational students' attitudes toward libraries, differences between the attitudes of library users and non-users, factors influencing library use, vocational faculty use of and attitudes toward the COS library, and faculty perceptions of the importance of student use of the library and of the best approach to teaching library skills to vocational students. Survey instruments were administered in class to 226 students enrolled in business, industry and technology, and nursing classes; and to 37 vocational faculty members. Study findings included the following: (1) 88% of the students indicated that they felt very comfortable in libraries, 84% enjoyed reading, 55% indicated that their friends frequently used the library, 76% learned to use the library in high school, and 64% felt that libraries have information that is helpful to carpenters, welders, electricians, and mechanics; (2) in comparison to students in other classes, business students agreed more strongly with the statement that their instructors felt library use was important; (3) as a whole, faculty respondents were making minimal to moderate use of the COS library; and (4) 73% of the faculty members indicated that while they encouraged their students to use the library, they did not require it. The survey instruments are appended. (AYC)

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VOCATIONAL STUDENTS' AND
INSTRUCTORS' PERCEPTIONS
AND USAGE OF
COS LIBRARY SERVICES

COLLEGE OF THE SEQUOIAS

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RESEARCH

INSTITUTIONAL

VOCATIONAL STUDENTS' AND
INSTRUCTORS' PERCEPTIONS
AND USAGE OF
COS LIBRARY SERVICES

Special VEA
Subpart II
Grant

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INTRODUCTION

The purpose of this study was to gather more information about patterns of library utilization among vocational students. The first concern addressed in this study was to determine the rate of library usage among vocational students. It was hypothesized that library usage among students is a function of the student's attitude toward libraries as well as the expectations of his/her instructors. Thus, a secondary concern of this study was to explore student attitudes and instructors' expectations concerning student library usage.

A committee composed of the Dean of Vocational Education, Librarian, Assistant Librarian, and Institutional Research staff developed the following questions to be examined in this study.

1. What are the attitudes of vocational students towards libraries in general?
2. What are the attitudes of vocational students towards the COS Library in general?
3. What are the attitudes of those who use the library? Are they significantly different from the attitudes of the non-user?
4. What factors, if any, seem to influence library usage among vocational students?
5. What is the extent of library usage among vocational faculty at COS?
6. What are the opinions of vocational instructors toward library services and availability of materials?
7. What is the attitude of the faculty members towards the importance of student library usage?
8. What does the faculty feel to be the most appropriate approach in teaching library skills to vocational students?

It is intended that the data gathered in this study will provide a base of information on library usage among vocational students at COS. Although this study focuses in particular on the vocational student, the data collected may be used to lay the groundwork for future studies on patterns of library usage among the college community as a whole. It is important to note that from the data collected in this study the patterns of library usage of vocational students cannot be compared to the library usage patterns of other groups of students. The similarities or differences in library usage patterns of vocational students and non-vocational students can only be determined after comparable data is gathered on other groups of COS students.

SAMPLING AND METHODOLOGY

Student Sample

The student sample consisted of students enrolled in vocational classes in three areas: 1) Business, 2) Industry and Technology, and 3) Nursing. These particular areas were chosen at random from six vocational program areas at COS. Individual classes within these programs were then randomly chosen until the total enrollment in these classes approximated 250 students.

Students enrolled in the following classes were chosen to participate in the survey: Business 5, Data Processing; Business 18, Business Law; Business 60A, Elementary Typing; Business 68A, Office Machines; Business 74, Marketing; Business 80A, Accounting; Auto Mechanics 71; Auto Mechanics 72; Electricity 50; I & T 4B, Metal Arc Welding; Industrial Arts 23, Descriptive Geometry; First Year Licensed Vocational Nursing, and First Year Registered Nursing.

The survey was administered in each of these classes during the weeks of May 10 and May 17. A total of 226 students completed the questionnaire. The number of respondents in each vocational area was as follows: Business, N = 91; Industry and Technology, N = 65; Nursing, N = 47; Other, N = 23. The vocational area entitled "Other" was composed of respondents who indicated their major to be other than Business, I & T, or Nursing.

Faculty Sample

A questionnaire related to faculty library usage was distributed to each of the instructors of the classes selected for the study. In addition, other instructors in the three vocational areas were also surveyed and included

in the faculty sample. A total of 37 questionnaires were distributed to instructors in the three vocational areas. Twenty-two or 60% of the 37 questionnaires distributed were completed and returned by faculty members. These 22 faculty respondents represent approximately 19% of the daytime teaching faculty at COS.

Student Questionnaire

A 33-item questionnaire was administered to the 226 responding vocational students. The first six items solicited demographic information (e.g., sex, class, age, major and educational/vocational goal). There were 25 items designed to solicit respondents' attitudes towards 1) libraries in general and, 2) COS Library in particular. The response choices to these attitude questions were designed on a Likert Scale. The response "Strongly Disagree" had a value of 1, "Disagree" a value of 2, "I don't know" a value of 3, "Agree" a value of 4, and "Strongly Agree" a value of 5. Mean ($\bar{X}$) responses could then be computed for comparative purposes. Questions 28 through 33 were designed to determine the respondents' knowledge of and actual usage of the COS Library. (See Appendix A for student questionnaire.)

Faculty Questionnaire

The faculty questionnaire contained 15 items and was administered to the sample of vocational instructors. The questionnaire was designed to determine the instructor's frequency of use of the COS Library, as well as the extent of their use of specific services provided by the library. There were several questions concerning the helpfulness and courtesy of the library staff, promptness of service, and the availability of materials. There were three items dealing with faculty attitudes toward student library

usage. The instructors were asked specifically whether or not they encourage their students to use the COS Library and if they do not require library usage to indicate agreement or disagreement with reasons specifically stated for not requiring library usage.

There were two items designed to solicit the instructor's opinion on the most favorable approaches to teaching students basic library skills. Those persons most suitable to teach library usage and methods of teaching library skills (e.g., through classroom instruction or orientation classes). (See Appendix B for faculty questionnaire.)

Library Activity Index

The LIBRARY ACTIVITY INDEX (LAI) was developed as a tool for determining the extent of the students' usage of the COS Library. Usage was measured by two scales: Scale 1 measured the extent of the respondents' usage of the library as a facility for interaction with other students, and as a facility to perform tasks or participate in activity that could easily be accomplished in a non-library setting (e.g., usage of typewriters or copy machines, leisure reading of newspapers or magazines, studying class notes or textbooks); Scale 2 measured the extent of the respondents' usage of the library as a facility for gaining knowledge through use of library resources (e.g., card catalogue, encyclopedias, Reader's Guide, etc.). The activities measured by Scale 2 require that the student be acquainted with basic library skills, whereas the activities measured by Scale 1 do not require the student to be skilled in library research.

The LAI Score was computed from the responses to question no. 33, items 1 through 10, on the questionnaire. These ten statements each described an

activity which might take place in the COS Library and the respondent was to indicate how often this semester he/she used the COS Library for each of these activities. The possible responses to each statement were "Never", "Once or twice", "Several times", "Almost weekly", and "Almost daily", and carried values of "1", "2", "3", "4", and "5" respectively. The response value was multiplied by the number of the item (1 through 10) to yield a score for each item. For example, if a "Once or twice" response was given to item 33-1, the score for that item would be $2 \times 1 = 2$. A total score for a respondent would be computed as follows:

	33. How often this semester have you used the COS Library for the following:	ONCE OR SEVERAL ALMOST ALMOST					SCORE	
		NEVER	TWICE	TIMES	WEEKLY	DAILY		
SCALE 1	1) meet my friends and talk	1	2	3	4	5	$1 \times 2 = 2$	total scale 1=30
	2) use the typewriter or copy machines	1	2	3	4	5	$2 \times 3 = 6$	
	3) study my own notes or books	1	2	3	4	5	$3 \times 2 = 6$	
	4) leisure reading; for example, current newspaper or magazines	1	2	3	4	5	$4 \times 4 = 16$	
SCALE 2	5) ask library staff to help me find materials	1	2	3	4	5	$5 \times 2 = 10$	total scale 2=58
	6) check out books put on reserve by my instructor	1	2	3	4	5	$6 \times 1 = 6$	
	7) use the dictionary or encyclopedias	1	2	3	4	5	$7 \times 1 = 7$	
	8) use the card catalog	1	2	3	4	5	$8 \times 2 = 16$	
	9) locate a book referenced in the card catalog	1	2	3	4	5	$9 \times 1 = 9$	
	10) use the Reader's Guide to find magazine articles on specific topics	1	2	3	4	5	$10 \times 1 = 10$	

This respondent scored a total of 30 on Scale 1 and 58 on Scale 2. The items 1 through 10 are rank ordered in ascending order as to sophistication of library skills required to participate in that particular activity. A respondent who never used the library for the activities described in Scale 1 would have a total score of 10 on Scale 1, i.e. $(1 \times 1) + (1 \times 2) + (1 \times 3) + (1 \times 4) = 10$; whereas a respondent who used the library almost daily for these four activities would score 50, i.e. $(5 \times 1) + (5 \times 2) + (5 \times 3) + (5 \times 4) = 50$. The range of scores on Scale 1, then, was from 10 to 50; on Scale 2 the range was from 48 to 225. The higher the score for a respondent, the more highly sophisticated was his/her usage of the library.

RESULTS

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Student Survey

Table 1 gives the distribution of survey respondents by sex, vocational area, class, age, and goal. It is important to note in this table that respondents who did not indicate their status relating to sex, vocational area, class, age, or goal are not included. Therefore, the total number of respondents does not equal 226 in all cases.

Of the 224 respondents who indicated a preference as to major, 40%, or 90 were Business majors; 29%, or 64, were I & T majors; 21%, or 47, were Nursing majors; and 10%, or 23, had other majors. The distribution of respondents according to class level indicates that 42% were Freshmen, 36% were Sophomores, and 22% other. Forty-five percent (45%) were under 21 years of age, 34% were between 21 and 30 years of age, and 21% were 31 or older. Fifty-two percent (52%) or 111 intended to get a full-time job after completing their studies at COS. Thirty-six percent (36%) or 78 indicated they would most likely attend a four-year college after finishing at COS.

TABLE 1
DISTRIBUTION OF RESPONDENT SAMPLE OF MALES AND FEMALES
BY VOCATIONAL AREA, CLASS, AGE, AND GOAL

DEMOGRAPHICS ¹	MALES		FEMALES		TOTAL ¹	
	N	%	N	%	N	%
VOCATIONAL AREA						
Business	32	31%	58	49%	90	40%
I & T	58	55%	6	5%	64	29%
Nursing	7	7%	40	34%	47	21%
Other	8	7%	15	12%	23	10%
Total	105	100%	119	100%	224 ¹	100%
CLASS						
Freshman	35	53%	38	33%	93	42%
Sophomore	32	31%	47	40%	79	36%
Other	16	16%	32	27%	48	22%
Total	103	100%	117	100%	220	100%
AGE						
Under 21	53	51%	46	39%	99	45%
21-30	32	31%	43	37%	75	34%
31+	19	18%	28	24%	47	21%
Total	104	100%	117	100%	221	100%
GOAL						
Full-time Job	46	46%	65	56%	111	52%
Four Year College	44	43%	34	30%	78	36%
Other	11	11%	14	12%	25	12%
Total	101	100%	113	100%	214	100%

¹ Respondents who did not indicate their status relating to vocational area, class, age, or goal are excluded from this table.

Table 2 describes the distribution of responses on questionnaire items numbered 3 through 27. For the entire sample of respondents, the respondents' attitudes toward libraries in general (items numbered 3 through 19) might be described as generally positive as indicated by the following: 88% feel very comfortable in libraries; 84% enjoy reading; 55% indicate that their friends frequently use the library; 76% learned about how to use the library in high school; 64% felt that libraries have information that is helpful to carpenters, welders, electricians, and mechanics; 85% felt that people who work in libraries are helpful; 91% felt that libraries have materials which could help them in their studies; 95% felt it was alright to go to the library to read the newspaper or to read magazines.

Equally as favorable were the respondents' attitudes toward the COS Library (items numbered 20 through 27): 85% were confident about using the library at COS; 67% indicated their instructors felt it was important to use the library; 56% would like to learn more about how to look up books in the library; and only 16% felt that the COS Library is more difficult to use than their high school library.

ATTITUDES TOWARD THE LIBRARY FOR A SAMPLE
OF STUDENTS ENROLLED IN SELECTED VOCATIONAL
CLASSES, SPRING 1982

QUESTION NO.	N ¹	PERCENT DISTRIBUTION OF RESPONSES					$\bar{x}$
		(5) Strongly Agree	(4) Agree	(3) Don't know	(2) Dislike	(1) Strongly Dislike	
		%	%	%	%	%	
<u>Libraries in General</u>							
3. I feel very comfortable in libraries.	226	34	34	6	3	1	4.14
4. I enjoy reading.	225	35	49	6	9	1	4.07
5. Most of my friends frequently use the library to look up material for their classes.	225	17	38	34	10	1	3.62
6. In high school I learned about how to use the library.	224	26	47	5	16	6	3.71
7. It is boring to sit and read in the library.	217	3	17	9	47	24	2.28
8. Libraries have information that is helpful to carpenters, welders, electricians, mechanics, etc.	225	31	33	31	3	2	3.88
9. Libraries are not useful for students like me.	226	4	6	6	40	44	1.87
10. People who work in libraries are helpful.	214	28	57	6	7	2	4.01
11. Most of the students who use the library make A's and B's.	225	2	15	56	22	5	2.87
12. Library staff don't have time to answer students' questions.	224	2	9	23	48	18	2.28
13. Libraries have materials which could help me in my studies.	223	35	56	5	3	1	4.22
14. It is frustrating to use the library because it is hard to find what you want.	226	2	15	12	62	9	2.39
15. Libraries are used mostly by people who are good readers.	221	2	16	29	43	10	2.57
16. Libraries are too quiet.	221	4	16	6	53	21	2.30
17. I would feel uncomfortable asking someone to help me find a book or magazine in the library.	226	5	20	5	47	23	2.37
18. It is all right to go to the library to read the newspaper or to read magazines.	225	38	57	3	1	1	4.32
19. Most people know how to use the library by the time they get to college.	225	7	37	25	23	8	3.11
<u>COS Library</u>							
20. It isn't necessary for me to use the COS Library unless my teacher tells me to.	226	*	9	6	58	27	1.99
21. My instructors feel that it is important to use the COS Library.	226	16	51	26	6	1	3.76
22. I feel confident about using the library at COS.	224	23	62	12	3	*	4.05
23. There aren't enough materials in the COS Library in my area of study.	224	2	12	32	46	8	2.53
24. I might use the COS Library more if I knew how to find what I needed without asking.	224	7	31	15	42	5	2.92
25. I would like to learn more about how to look up books in the library.	220	10	46	11	27	6	3.26
26. The COS Library has materials I might use but they aren't available when I need them.	223	2	16	32	44	6	2.64
27. The COS Library is more difficult to use than my high school library.	225	2	14	19	54	11	2.43
* less than 1% number responding to the question							

* less than 1%
number responding to the question

Tables 3 through 7 compare the attitudes of respondents according to vocational area, age, class level, goal, sex, whether or not instructor required library use, and whether or not the respondent himself had used the COS Library. The t-test and analysis of variance (F-value) were used in determining whether significant differences existed in the mean responses for students in each subgroup. Each table lists only those question numbers where significant differences in the mean responses existed between respondent groupings.

Table 3 compares respondents' attitudes according to vocational area. The data indicates that the Business students were in disagreement the most with statement No. 9 "Libraries are not useful for students like me" ($\bar{X} = 1.55$). The respondents with the highest rate of agreement with this item were the I & T students ($\bar{X} = 2.18$). The Business students were again most in agreement with statement No. 10 "People who work in libraries are helpful". The group who agreed the least with this question were the I & T students ($\bar{X} = 3.80$). The I & T students neither agreed nor disagreed strongly with statement No. 12 "Library staff don't have time to answer students' questions" ($\bar{X} = 2.62$). The Business students disagreed the most with this statement ($\bar{X} = 2.06$). Although the entire sample moderately disagreed with statement No. 16 "Libraries are too quiet" ($\bar{X} = 2.30$), the I & T students were the most neutral on this item ($\bar{X} = 2.65$). The I & T students had the highest rate of agreement with statement No. 19 "Most people know how to use the library by the time they get to college" ($\bar{X} = 3.45$).

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TABLE 3

COMPARISONS OF RESPONDENTS' ATTITUDES
FOR QUESTIONS WHERE SIGNIFICANT DIFFERENCES
EXISTED AMONG THE FOUR VOCATIONAL AREAS

QUESTION NO.	VOCATIONAL AREA				F value
	Business (N=91)	I & T (N=65)	Nursing (N=47)	Other (N=23)	
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
<u>Libraries in General</u>					
9. Libraries are not useful for students like me.	1.55	2.18	2.04	1.91	5.49**
10. People who work in libraries are helpful.	4.20	3.80	4.04	3.81	2.81*
12. Library staff don't have time to answer students' questions.	2.06	2.62	2.30	2.14	5.06**
16. Libraries are too quiet.	2.01	2.65	2.29	2.52	4.82**
19. Most people know how to use the library by the time they get to college.	3.09	3.43	2.87	2.74	3.76**
<u>COS Library</u>					
20. It isn't necessary for me to use the COS Library unless my teacher tells me to.	1.79	2.23	2.00	2.09	3.54**
21. My instructors feel that it is important to use the COS Library.	3.90	3.54	3.85	3.63	2.87**

* statistically significant at .05 confidence level

** statistically significant at .01 confidence level

The general feeling among the respondents was that their instructors felt library usage was important. However, the Business students were more in agreement with this statement (No. 21) than the respondents in any of the other vocational areas ($\bar{X} = 3.90$). Overall, these students felt that usage of the COS Library was necessary even if it was not required by the instructor. The Business majors expressed more disagreement with statement No. 20 "It isn't necessary for me to use the COS Library unless my teacher tell me to" than any other group ($\bar{X} = 1.79$, as compared to I & T $\bar{X} = 2.23$, Nursing $\bar{X} = 2.00$ and Other $\bar{X} = 2.09$).

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Table 4 describes the differences in attitudes of the respondents in each age group. The respondents age 31 and over had, in general, a more positive attitude toward libraries in general. This group of students felt more comfortable in libraries (statement No. 3) and enjoyed reading the most (statement No. 4). However, the mean responses of this age group to statement No. 6 relating to high school library instruction were more closer to neutral or no opinion ($\bar{X} = 3.33$) than the means of the younger respondents ($\bar{X} = 3.53, 4.01$). Also, students in the age group 31 and older felt more compelled to use the COS Library even if not instructed to do so by their instructor, as evidenced by their disagreement with statement No. 20 "It isn't necessary for me to use the COS Library unless my teacher tells me to", with mean response of 1.72 as compared to $\bar{X} = 2.12$ for those under 21 and $\bar{X} = 1.97$ for those aged 21-30. This difference was significant at the .05 confidence level.

TABLE 4

COMPARISONS OF THE ATTITUDES OF
RESPONDENTS FOR QUESTIONS WHERE
SIGNIFICANT DIFFERENCES EXISTED
BY AGE OF RESPONDENT

	AGE			
QUESTION NO.	Under 21 (N=100)	21-30 (N=76)	31+ (N=47)	F value
<u>Libraries in General</u>				
3. I feel very comfortable in libraries.	4.08	4.07	4.43	3.47*
4. I enjoy reading.	3.89	4.04	4.53	7.92**
6. In high school I learned about how to use the library.	4.01	3.53	3.33	6.77**
11. Most of the students who use the library make A's and B's.	2.72	3.03	2.96	3.70**
15. Libraries are used mostly by people who are good readers.	2.35	2.67	2.87	5.44**
19. Most people know how to use the library to read the newspaper or to read magazines.	3.36	2.92	2.89	4.74**
<u>COS Library</u>				
20. It isn't necessary for me to use the COS Library unless my teacher tells me to.	2.12	1.97	1.72	3.47*

* statistically significant at the .05 level of confidence
** statistically significant at the .01 level of confidence

The attitudes of the Sophomores toward libraries in general were significantly more positive than the attitudes of Freshmen. As shown by the mean responses in Table 5, the Sophomores felt significantly more comfortable in libraries with a mean response value of 4.39 on statement No. 3. They enjoyed reading to a greater extent than did the Freshmen (statement No. 4) with a mean of 4.20 compared to Freshmen $\bar{X} = 3.84$. The Freshmen agreed most strongly that most people know how to use the library by the time they get to college (statement No. 19) with a mean response of 3.35, as compared to 3.09 for Sophomores and 2.67 for others.

There were no significant differences in attitudes toward libraries in general according to the goal of the respondent. However, the students who were planning to get a full-time job after finishing at COS felt significantly more confident about using the COS Library ($\bar{X} = 4.13$ on statement No. 22) than did the other students ($\bar{X} = 4.05$, $\bar{X} = 3.73$).

TABLE 5

COMPARISON OF RESPONDENTS' ATTITUDES FOR QUESTIONS
WHERE SIGNIFICANT DIFFERENCES EXISTED AMONG CLASS
LEVEL AND/OR EDUCATIONAL/VOCATIONAL GOALS OF RESPONDENT

QUESTION NO.	CLASS			F value	GOAL			F value
	Freshman (N=93)	Sophomore (N=79)	Other (N=49)		Full-time Job (N=110)	Four Year College (N=78)	Other (N=26)	
<u>Libraries in General</u>	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$	
3. I feel very comfortable in libraries.	3.98	4.39	4.06	5.97**	4.13	4.21	4.04	NS
4. I enjoy reading.	3.84	4.20	4.29	3.02**	4.04	4.10	4.23	NS
19. Most people know how to use the library by the time they get to college.	3.35	3.09	2.67	6.52**	3.17	3.01	3.04	NS
<u>COS Library</u>								
22. I feel confident about using the library at COS.	3.96	4.14	4.10	NS	4.13	4.05	3.73	3.32*

* statistically significant at .05 confidence level

** statistically significant at .01 confidence level

NS not significant

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The attitudes of males and females are compared in Table 6. Responses to statement No. 4 indicate the female respondents enjoyed reading more ($\bar{X} = 4.23$, compared to 3.88 for males) and were more in agreement with the statement "Most of my friends frequently use the library to look up material for their classes" ($\bar{X} = 3.78$, compared to 3.44 for males). The male students did not disagree as strongly with the statement "Libraries are not useful for students like me" ($\bar{X} = 2.08$, compared to 1.69 for females). The female respondents disagreed with the statement "Library staff don't have time to answer students' questions" ($\bar{X} = 2.13$) while the males were closer to neutral on this statement ($\bar{X} = 2.44$).

Both the males and females were somewhat neutral in responding to statement No. 19 "Most people know how to use the library by the time they get to college", but the males were closer to agreeing with a mean of 3.27 compared to 2.98 for the females. The females felt more strongly that their instructors view library usage as important ($\bar{X} = 3.91$, as compared to 3.60 for the males) and were more in disagreement with statement No. 23 "There aren't enough materials in the COS Library in my area of study" ($\bar{X} = 2.33$, as compared to 2.76 for the males).

Table 6
COMPARISONS OF GROUPS OF RESPONDENTS'
ATTITUDES BASED ON SEX, REQUIRED LIBRARY
USAGE, AND RESPONDENTS' ACTUAL USAGE

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QUESTION NO.	SEX			INSTRUCTOR REQUIRES USE			USED LIBRARY SERVICES		
	Male	Female	t value	Yes	No	t value	Yes	No	t value
	$\bar{X}$			$\bar{X}$			$\bar{X}$	$\bar{X}$	
<u>Libraries in General</u>									
4. I enjoy reading.	3.88	4.23	2.74**	4.21	3.98	NS	4.09	3.93	NS
5. Most of my friends frequently use the library to look up material for their classes.	3.44	3.78	2.74**	3.81	3.48	2.68**	3.67	3.07	2.51**
9. Libraries are not useful for students like me.	2.08	1.69	2.77**	1.76	1.92	NS	1.81	2.47	2.39**
10. People who work in libraries are helpful.	3.95	4.06	NS	4.13	3.91	NS	4.05	3.57	1.92*
12. Library staff don't have time to answer students' questions.	2.44	2.13	2.47**	2.12	2.37	2.02*	2.20	3.07	3.61**
13. Libraries have materials which could help me in my studies.	4.20	4.26	NS	4.20	4.26	NS	4.26	3.86	2.03*
17. I would feel uncomfortable asking someone to help me find a book or magazine in the library.	2.49	2.28	NS	2.28	2.43	NS	2.32	3.00	2.14*
19. Most people know how to use the library by the time they get to college.	3.27	2.98	2.00**	3.07	3.12	NS	3.07	3.46	NS
<u>COS Library</u>									
21. My instructors feel that it is important to use the COS Library.	3.60	3.91	2.86**	4.01	3.56	4.39**	3.82	2.93	4.23**
22. I feel confident about using the library at COS.	3.97	4.12	NS	4.17	3.95	2.32*	4.09	3.53	3.02**
23. There aren't enough materials in the COS Library in my area of study.	2.76	2.33	3.74**	2.45	2.59	NS	2.51	2.87	2.45*

* statistically significant at .05 confidence level

** statistically significant at .01 confidence level

NS not significant

Table 6 also shows that the students whose instructors required library usage displayed significantly more positive attitudes toward libraries in general. The friends of these students frequently used the library ($\bar{X} = 3.81$ on statement No. 5) more than the friends of the students whose instructors do not require them to use the library ($\bar{X} = 3.48$). Students whose instructors require library usage were less in agreement with the statement "Library staff don't

have time to answer students' questions ($\bar{X} = 2.12$ as compared to 2.38). These students were also significantly more confident about using the COS Library with a mean of 4.17 as compared to 3.95 on statement No. 22. Respondents whose instructors require usage were more in agreement with statement No. 21 "My instructors feel it is important to use the COS Library" ($\bar{X} = 4.01$ as compared to 3.56 for respondents whose instructors don't require library usage).

Students who had used the services of the COS Library had a significantly more positive attitude towards libraries in general as well as the COS Library. Responses to statement No. 5 indicate that their friends used the library more ($\bar{X} = 3.67$ as compared to 3.07). They had a significantly more positive attitude toward the people who work in libraries as shown by the responses to questions 10 and 12. Library users agreed more strongly that libraries have materials which could be of help to them in their studies with a mean of 4.26 compared to a mean of 3.86 on statement No. 13. They were also less uncomfortable about asking someone to help them find materials in a library than were the students who do not use the COS Library as indicated by a mean response of 2.32 on statement No. 17 compared to the neutral 3.00 of the non-user group.

Students who use the COS Library also agreed more strongly with the statement "My instructors feel it is important to use the COS Library" ($\bar{X} = 3.82$ as compared to non-user mean of 2.93). They also felt significantly more confident about using the library at COS, as indicated by a mean of 4.09 compared to a mean of 3.53 on statement No. 22. Their attitude about the availability of materials in the COS Library in their area of study was less neutral than the attitude of the non-user ($\bar{X} = 2.51$ as compared to 2.87).

Tables 7 and 8 describe scores on the Library Activity Index for various subgroups of respondents. Table 7 indicates that on Facility Usage (Scale 1) male respondents had a mean score of 25.08 and females had a mean score of 24.17. Respondents under age 21 scored 25.81 while the age group 21-30 and 31+ had mean scores of 23.65 and 23.94 respectively.

TABLE 7

LIBRARY ACTIVITY INDEX (LAI) SCORE¹
ACCORDING TO SEX, AGE, CLASS, GOAL,
AND VOCATIONAL AREA OF RESPONDENTS

		FACILITY USAGE (Scale 1) ²			APPLYING LIBRARY SKILLS (Scale 2) ³		
		Score $\bar{X}$	SD	t/F value	Score $\bar{X}$	SD	t/F value
ALL RESPONDENTS (N=226)		24.60	8.83		89.11	33.18	
SEX	Males (N=105)	25.08	10.06		85.90	38.52	
	Females (N=120)	24.17	7.76	-.75	91.64	31.05	1.22
AGE	Under 21 (N=100)	25.81	8.96		90.65	35.14	
	21-30 (N=76)	23.65	9.09		84.61	33.77	
	31+ (N=57)	23.94	8.34	1.49	93.10	36.29	1.04
CLASS	Freshman (N=93)	24.12	8.91		81.12	34.78	
	Sophomores (N=79)	26.57	8.34		99.00	32.04	
	Other (N=49)	22.39	9.56	3.62*	85.90	35.84	6.08*
GOAL	Full-time Job (N=112)	23.70	8.69		84.30	34.12	
	Four Year College (N=78)	27.12	8.73		100.05	34.11	
	Other (N=26)	23.42	9.53	3.88*	80.59	34.73	5.91**
VOCATIONAL AREA	Business (N=91)	25.98	7.76		98.13	29.44	
	I & T (N=65)	23.05	10.26		74.25	39.77	
	Nursing (N=47)	23.51	8.07		55.02	29.02	
	Other (N=23)	25.74	9.93	1.78	103.73	34.77	8.33**

¹ Library Activity Index is computed by totalling the response values on question number 33, 1-10.

² Scale 1 = Item 33(1) + Item 33(2) + Item 33(3) + Item 33(4)

³ Scale 2 = Item 33(5) + Item 33(6) + Item 33(7) + Item 33(8) + Item 33(9) + Item 33(10)

Note: The total number of respondents in the breakdowns for sex, age, and class do not add to 226 because they do not include the students who did not indicate their sex, age, or class.

* statistically significant at the .05 level of confidence

** statistically significant at the .01 level of confidence

Comparing responses among vocational areas, the respondents who were Business majors had a mean score on facility usage of 25.98. The I & T respondents scored 23.05, the Nursing respondents 23.51, and respondents with other majors scored 25.74. The differences in mean scores on Scale 1,

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Facility Usage, for these three subgroupings of respondents were not statistically significant. The Sophomores, on the other hand, had a significantly higher score on **Facility Usage** (Scale 1) than did the Freshmen students or the students at other class levels, with mean scores of 26.57 for the Sophomores, 24.12 for the Freshmen, and 22.39 for respondents at other class levels.

The respondents planning to go to a four-year college after finishing at COS used the library as a facility significantly more than did those students who were planning to get a full-time job. The mean score on Scale 1 for students planning to attend a four-year college was 27.12 while students planning to get a full-time job scored 23.70 and those with other goals scored 23.42.

The mean scores on Scale 2, Application of Library Skills, was significantly different for respondents at each class level, by vocational goal, and by vocational area--while the mean responses according to sex and age of respondent were not significantly different. Sophomores had the highest mean score on Scale 2 of 99.00. The Freshmen scored the lowest on Scale 2 with a mean of 81.12. These differences were significant at the .05 level of confidence as shown by the F-value of 6.08. Also, students planning to attend a four-year college had the highest mean score on Scale 2 as compared to the students planning to get a full-time job. The mean scores were 100.05 and 84.30 respectively, with an F-value of 5.91 which is significant at the .01 level of confidence. The scores on Scale 2 for respondents according to vocational area showed that students with majors in areas other than Business, I & T, and Nursing had the highest usage of the library for applying library skills with a mean score of 103.78.

The respondents in Business had a mean score of 98.13 and the Nursing students scored 85.02. The students in I & T had the lowest usage as measured by Scale 2 with a mean of 74.25. Library usage of students in the four major areas as measured by Scale 2 was significantly different at the .01 level of confidence.

Table 8 compares LAI scores of respondents whose instructors required usage and those whose instructors did not require usage (question No. 31 on the survey instrument). Overall, for the 222 students who responded to question No. 31, the mean score on Scale 1 for those whose instructors required usage and those whose instructors did not require usage were not significantly different. The mean score on Scale 1 for those whose instructors required usage was 25.85, while the mean score for those respondents whose instructors did not require usage was 24.11.

On Scale 2 the differences between the two groups was somewhat more dramatic. The mean score on Scale 2 for those respondents whose instructors required use was 100.67, while the mean score for the respondents whose instructors did not require usage was 81.89. This difference was statistically significant at the .01 level of confidence.

The various subgroupings of respondents determined by their sex, age, class, goal, and vocational area also reflect the statistically significant differences in the means on Scale 2 for those respondents whose instructors required use and those whose instructors did not require use. Male respondents whose instructors required use had a mean score of 98.94 on Scale 2, while those whose instructors did not require use had a mean score of 81.47. This difference was statistically significant at the .05 level of confidence.

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Table 8
COMPARISON OF LIBRARY USAGE OF RESPONDENTS WHOSE
INSTRUCTOR REQUIRED USAGE AND THOSE WHOSE INSTRUCTORS
DID NOT REQUIRE USAGE BASED ON SEX, AGE, CLASS, GOAL,
AND VOCATIONAL AREA OF RESPONDENT

		INSTRUCTOR REQUIRES USE			INSTRUCTOR DOES NOT REQUIRE USE			t Value
		$\bar{X}$	SD	N	$\bar{X}$	SD	N	
SEX								
MALES (N=102)	Scale 1	27.81	8.70	36	24.24	9.81	66	1.82
	Scale 2	98.94	32.00		81.47	38.48		2.32*
FEMALES (N=118)	Scale 1	24.75	7.94	64	23.91	7.00	54	.61
	Scale 2	101.64	28.79		82.26	27.89		3.70**
AGE								
UNDER 21 (N=98)	Scale 1	27.00	7.94	36	25.43	9.04	62	.86
	Scale 2	104.64	31.33		84.15	33.86		2.97**
21-30 (N=75)	Scale 1	25.63	9.41	38	22.24	7.72	37	1.70
	Scale 2	96.47	30.40		74.70	31.26		3.06**
31+ (N=46)	Scale 1	24.60	7.25	25	24.29	8.22	21	.14
	Scale 2	100.72	27.54		88.48	39.88		1.23
CLASS								
FRESHMAN (N=91)	Scale 1	25.93	8.61	30	23.49	8.56	61	1.28
	Scale 2	98.23	34.74		74.03	31.05		3.36**
SOPHOMORE (N=79)	Scale 1	26.77	7.68	39	26.38	9.04	40	.21
	Scale 2	103.13	28.27		94.97	35.23		1.13
OTHER (N=47)	Scale 1	24.78	9.44	27	21.40	6.85	20	1.36
	Scale 2	98.33	27.77		77.7	33.50		2.31*
GOAL								
FULL-TIME JOB (N=109)	Scale 1	24.93	8.29	41	23.52	8.29	68	.87
	Scale 2	96.07	26.93		79.74	34.32		2.60**
FOUR-YEAR COLLEGE (N=77)	Scale 1	27.85	8.31	41	27.03	8.20	36	.44
	Scale 2	107.78	28.69		94.03	35.01		1.89
OTHER (N=26)	Scale 1	25.91	9.76	11	21.60	9.25	15	1.15
	Scale 2	100.64	39.29		65.73	22.35		2.88**
VOCATIONAL AREA								
I & T (N=62)	Scale 1	25.22	9.42	9	23.38	9.65	53	.53
	Scale 2	73.11	31.64		77.1	39.61		.29
BUSINESS (N=91)	Scale 1	27.18	8.09	39	25.08	7.46	52	1.28
	Scale 2	110.41	27.01		88.92	28.01		3.58**
NURSING (N=46)	Scale 1	23.79	7.29	39	25.29	8.14	7	.49
	Scale 2	92.49	23.94		55.57	15.69		3.91**
OTHER (N=23)	Scale 1	28.46	10.40	13	22.20	8.50	10	1.55
	Scale 2	115.08	35.19		89.10	29.68		1.87
ALL RESPONDENTS (N=222)								
Scale 1		25.85	8.31	100	24.11	8.55	122	1.52
	Scale 2	100.67	29.85		81.89	34.03		4.32**

* statistically significant at .05 confidence level
** statistically significant at .01 confidence level

For the females also, library usage as measured by Scale 2 was significantly greater for those whose instructors required use. This group of females had a mean score of 101.64 on Scale 2, while the female respondents whose instructors did not require use scored a mean of 82.26 on Scale 2. This difference was statistically significant at the .01 level of confidence.

Whether or not the instructor required library usage made a significant difference in the extent of the students' application of library skills as measured by Scale 2 for students 30 years of age and over. For the group of respondents under age 21 the mean score on Scale 2 for those whose instructors required use was 104.64, while the mean for those whose instructors did not require use was 84.15. This difference was statistically significant at the .01 level of confidence. For respondents between the age of 21 and 30 the mean score on Scale 1 for those whose instructors required use was 96.47, while those whose instructors did not require use had a mean score of 74.70. This difference was also significant at the .01 level of confidence.

Freshmen respondents whose instructors required usage had a mean score of 98.23 on Scale 2, while the mean score for those whose instructors did not require usage was 74.03. This difference was significant at the .01 level of confidence. For respondents who were neither Freshmen nor Sophomores, the mean score on Scale 2 for those whose instructors required usage was 98.33, while those whose instructors did not require use had a mean of 77.70 on Scale 2. This difference was significant at the .05 level of confidence.

For those respondents planning to get a full-time job after finishing COS, there was a difference in library usage as measured by Scale 2 for those whose instructors require use and those whose instructors do not require use. The mean score on Scale 2 for these two groups was 96.07 and 79.74 respectively. This difference in mean scores was significant at the .01 level of confidence. For the 26 respondents whose plans after finishing COS were other than to get a full-time job or attend a four-year college, the difference in extent of application of library skills was also significant, depending on whether or not the instructor required use. For those whose instructor required use the mean score on Scale 2 was 100.64, while those whose instructors did not require use had a mean score of 65.73. This difference was significant at the .01 level of confidence.

Among those respondents in Business and those in the Nursing program, there was again a significant difference in library usage as measured by Scale 2, depending on whether or not the instructor required usage. For the Business students those whose instructors required use had a mean score on Scale 2 of 110.41. Those whose instructors did not require use had a mean score of 88.92. This difference was significant at the .01 level. For the Nursing students the mean score on Scale 2 for those whose instructors required use was 92.49, while those whose instructors did not require use had a mean score of 55.57 on Scale 2. This difference was significant at the .01 level.

Faculty Survey

Of the 39 faculty questionnaires distributed to vocational instructors, 22, or 56% were completed and returned. The total number of respondents

was not large enough to warrant a detailed analysis with comparisons among the vocational areas. The results are presented in tabular form in APPENDIX C.

Very few instructors had used the library more than several times over the past year. Reference materials were used more frequently than any of the other services, with 10% of the responding faculty using reference materials almost weekly, and 40% several times over the past year. The machines and typewriters, inter-library loan and study areas were the services least used by the responding faculty members, with no usage the past year by 88%, 75%, and 74% respectively.

The instructors were given five possible reasons why COS instructors might not use the library and were asked to respond on a Likert Scale of "5", strongly agree, to "1", strongly disagree for each of the reasons. Sixty-five percent (65%) of the responding faculty agreed that a reason instructors might not use the library is that their work doesn't require much library use. Fifty-five percent (55%) agreed that a possible reason might be it is more convenient to use other resource materials. Twenty-six percent (26%) agreed that inavailability of materials might be a reason instructors do not use the COS Library, and 30% agreed that instructors might not use the library because they don't have enough time.

The only problems the instructors sighted that they have had in the library had to do with the photocopy machine, whereas 5% of the respondents indicated they experienced problems in this area. Sixty-four percent (64%)

indicated they had no problems with the photocopy machines, while 32% had no opinion with regard to the photocopy machines. Thirty-six percent (36%) had no opinion regarding the micro-form materials and 64% indicated there were no problems in this area. No problems had been experienced in using the card catalog, reference reserve materials, and magazines and newspapers, by 100%, 91%, and 95% respectively of the responding faculty.

Eighty-seven percent (87%), 96%, and 86% of the respondents rated the helpfulness and courtesy of the staff in the reference-reserve area, circulation area, and periodicals area as excellent or good. Between 91%-100% of the faculty indicated service to be prompt in all these areas. Thirty-two percent (32%) of the respondents indicated that materials they need were always available, and 46% indicated the materials were sometimes available. Only 9% of the respondents indicated that materials they needed were rarely available.

Ninety-one percent (91%) of the 22 respondents agreed that they encouraged their students to use the COS Library, and 100% agreed with the statement "Teaching students how to use the library is a necessary part of their learning experience". Sixteen, or 73% of the responding instructors indicated that although they encourage students to use library resources, they do not require it. Of the 16 instructors who do not require usage, 50% indicated the reason to be the course content is covered adequately in tests, labs, and lectures; 19% felt that library work is inappropriate at this curriculum level; 13% felt that students lack adequate library skills; and 13% cited other reasons e.g. 1) reference materials are in the department, and 2) instructor

needs to develop projects in library for students.

Of the 31 suggestions endorsed by the responding faculty as to how basic library skills could best be taught to the students, 48% or 15 respondents indicated the best approach to be a library orientation at the beginning of the semester. Thirty-nine percent or 12 of the responses indicated a favorable approach to be a mini course taught in the library by library staff. There was only one response in favor of library skills being taught as part of classroom instruction. There were 16 responses in favor of the library staff to be most suited to explain library usage to students. Seven responses or 29% of all responses felt that a collaboration between librarian and instructor would be the most favorable approach to library skills instruction.

The previous work or teaching experience of the responding faculty members varied. Sixty-four percent (64%) had professional work experience before coming to COS; 50% were high school instructors; 14% were Junior College instructors and 14% were instructors at the college or university level.

Additional comments provided by the responding instructors concerning the library and the library services were generally positive. These comments can be found on page 4 of APPENDIX C.

SUMMARY AND CONCLUSIONS

A survey was administered to 226 students enrolled in vocational classes during the last week of school in the Spring 1982 semester. Ninety percent (90%) of the respondents had majors in Business, Industry and Technology, or Nursing. The typical respondent was a Freshmen, under 21 who plans to get a full-time job after completing their studies at COS.

The attitudes of the respondents toward libraries in general were positive. More than three-fourths of the respondents felt: a) very comfortable in libraries, b) enjoyed reading, c) learned how to use the library in high school, d) felt that people who work in libraries are helpful, e) felt that libraries had materials which could help them in their studies, and f) felt it was alright to go to the library to read the newspaper or read magazines. More than half of the respondents indicated that their friends frequently used the library and also felt that libraries have information that is helpful to carpenters, welders, electricians, and mechanics.

Equally favorable were the respondents' attitudes towards the COS Library. More than three-fourths of the respondents were confident about using the COS Library. Over half of these respondents indicated their instructors felt it was important to use the COS Library and would like to learn more about how to look up books in the library.

Business students felt more comfortable in libraries than respondents in other vocational classes. They enjoyed reading more and seemed less intimidated by library personnel. The I & T majors displayed the least

amount of confidence where libraries are concerned. Their responses, although significantly different from the respondents with other majors, tended more toward neutrality on many of the items where significant differences existed. The reason for this may be that the I & T students' low usage of library resources has not provided them with enough library experience to have formed a definite opinion in these areas. It may be the case that if I & T students were encouraged more and/or required to use the services of the library, their attitudes would be more positive and they would acquire more confidence which comes with experience in using the library.

The respondents over age 30 had in general a more positive attitude toward libraries in general and displayed more confidence in applying their skills in the COS Library than did the younger respondents. The attitudes of Sophomores toward libraries in general appeared to more positive than the attitudes of Freshmen. The Sophomores felt more comfortable in libraries and enjoyed reading to a greater extent than did the Freshmen. Again, the experience gained through age and library usage during the first year of college may be the key to forming more positive attitudes.

There was little difference in the attitudes of respondents planning to get a full-time job and those planning to attend a four-year college after finishing at COS. The only exception was that the respondents planning to get a full-time job expressed more confidence about using the COS Library than did those planning to go to a four-year college. This may be due to the fact that the transfer student, probably experiencing greater library usage now, is more aware of the skills that are

needed in library research, and less confident of his/her abilities in this area which he/she knows will be essential at the university level.

The females appeared to be more confident about using the COS Library and had a more positive attitude toward libraries in general than the males.

The attitudes of respondents who used the library were more positive, and these respondents expressed more confidence in using libraries than did the non-users. Another most important factor which influenced students' attitudes was whether or not their instructor required library usage. Respondents whose instructors required library usage not only had a more positive attitude toward libraries but, in fact, had a higher rate of usage of the COS Library in all areas. This was true for all subgroups of students with the exception of respondents over age 30, Sophomores, those planning to attend a four-year college after finishing at COS, I & T students, and students who have majors other than Business, Nursing, and I & T. Library usage among these groups of students remained somewhat consistent regardless of whether or not their instructor required usage.

The faculty of Industry and Technology, Business and Nursing, and Health Science were surveyed in late Spring 1982 concerning their usage of the COS Library. Twenty-two questionnaires were completed and returned. The respondent sample as a whole is making minimal to moderate use of the COS Library. Most frequent use is being made of the reference materials and other circulating materials. The faculty has made little or no use

of the inter-library loan procedure, machines or typewriters, the study areas, magazines and newspapers, and materials on reserve.

It was generally felt that instructors might not use the COS Library because their work doesn't require much library use and because it is more convenient to use other resource materials.

Although the responding instructors do not appear to be making extensive use of the COS Library, their comments concerning library services and materials were very positive. A large majority had experienced no problems in using the library services specified. They rated the helpfulness and courtesy of the library staff excellent to good in all areas. They indicated service to be generally prompt, and needed materials were almost always available.

Although faculty library usage was not extensive, a large majority agreed they do encourage ^{but not necessarily require} their students to use the library. Almost three-quarters of the responding faculty indicated that they ^{do not} require their students to use library resources. Those who do not require library usage felt that their course content was adequately covered in tests, labs, and lectures. A small percentage felt that library work was inappropriate at this curriculum level and some felt that students lack adequate library skills. All respondents agreed, however, that teaching students how to use the library is a necessary part of their learning experience.

The most favored approach to library skills instruction was a library orientation at the beginning of the semester to be taught by library staff. Few favored their own participation in basic library skills instruction.

It is concluded from the responses of the 22 vocational instructors that although their attitude towards the COS Library is quite positive and they feel that teaching students how to use the library is a necessary part of their learning experience, there exists a discrepancy between the instructors and the actual usage of the library both by themselves and by their students. An interesting question that should be explored further outside of this survey is how the attitudes of this particular sample of vocational faculty differ from the attitudes and practices of non-vocational faculty. It is possible that the library usage patterns of those students surveyed have been influenced by instructors in non-vocational areas as well as vocational areas.

RECOMMENDATIONS

Recognizing the discrepancy between instructor attitudes towards student library usage and actual student usage, further examination into library usage pattern of students and faculty is strongly recommended. Some possible approaches might be:

1. Combine the ideas of faculty members and library staff on how library usage can best be taught to COS students.
2. Institute orientation procedures for incoming students as well as new faculty members as to the specific services and programs offered by the COS Library. Develop library usage instructional kits specific to each vocational and/or academic area which will acquaint students with library research procedures specific to their own area of study.

3. Subsequent to a library orientation program, students will be provided with instructional area specific worksheets through which they can apply their knowledge of library usage by completing specific research procedures.
4. Compare the attitudes of COS students who use the library frequently to the attitudes of students who use it infrequently. Determine if any differences exist and if so, what factors contribute to student library usage for students in all academic areas.
5. Formulate a task force of library staff, both Certificated and Classified, along with faculty and students in all disciplines. Their goal will be the identification of any specific services or outreach programs that will best help all users of the library.

LIBRARY USAGE QUESTIONNAIRE (STUDENTS)

INSTRUCTIONS: We are interested in knowing how you feel about using the Library at C.O.S. Please answer the following questions as honestly as you can.

1. What is your: MAJOR _____

SEX ____ (1) Male ____ (2) Female

CLASS ____ (1) Freshman ____ (2) Sophomore ____ (3) Other

AGE ____ (1) Under 21 ____ (2) 21 - 30 ____ (3) 31+

2. After I finish as C.O.S. I will most likly (CHECK ONE)

____ (1) Get a full-time job ____ (2) Transfer to a four-year college ____ (3) Other

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING? CIRCLE YOUR ANSWER IN ONE OF THE COLUMNS TO THE RIGHT.

5 - STRONGLY AGREE
4 - AGREE
3 - I DON'T KNOW
2 - DISAGREE
1 - STRONGLY DISAGREE

- | | | | | | |
|---|---|---|---|---|---|
| 3. I feel very comfortable in libraries | 5 | 4 | 3 | 2 | 1 |
| 4. I enjoy reading | 5 | 4 | 3 | 2 | 1 |
| 5. Most of my friends frequently use the library to look up material for their classes | 5 | 4 | 3 | 2 | 1 |
| 6. In high school I learned about how to use the library | 5 | 4 | 3 | 2 | 1 |
| 7. It is boring to sit and read in the library | 5 | 4 | 3 | 2 | 1 |
| 8. Libraries have information that is helpful to carpenters, welders, electricians, mechanics, etc. | 5 | 4 | 3 | 2 | 1 |
| 9. Libraries are not useful for students like me | 5 | 4 | 3 | 2 | 1 |
| 10. People who work in libraries are helpful | 5 | 4 | 3 | 2 | 1 |
| 11. Most of the students who use the library make A's and B's | 5 | 4 | 3 | 2 | 1 |
| 12. Library staff don't have time to answer students' questions | 5 | 4 | 3 | 2 | 1 |
| 13. Libraries have materials which could help me in my studies | 5 | 4 | 3 | 2 | 1 |
| 14. It is frustrating to use the library because it is hard to find what you want | 5 | 4 | 3 | 2 | 1 |
| 15. Libraries are used mostly by people who are good readers | 5 | 4 | 3 | 2 | 1 |
| 16. Libraries are too quiet | 5 | 4 | 3 | 2 | 1 |
| 17. I would feel uncomfortable asking someone to help me find a book or magazine in the library | 5 | 4 | 3 | 2 | 1 |
| 18. It is all right to go to the library to read the newspaper or to read magazines | 5 | 4 | 3 | 2 | 1 |
| 19. Most people know how to use the library by the time they get to college | 5 | 4 | 3 | 2 | 1 |
| 20. It isn't necessary for me to use the COS Library unless my teacher tells me to | 5 | 4 | 3 | 2 | 1 |

5 - STRONGLY AGREE
 4 - AGREE
 3 - I DON'T KNOW
 2 - DISAGREE
 1 - STRONGLY DISAGREE

21. My instructors feel that it is important to use the COS Library. 5 4 3 2 1
22. I feel confident about using the library at COS 5 4 3 2 1
23. There aren't enough materials in the COS Library in my area of study 5 4 3 2 1
24. I might use the COS Library more if I knew how to find what I needed without asking . . 5 4 3 2 1
25. I would like to learn more about how to look up books in the library 5 4 3 2 1
26. The COS Library has materials I might use but they aren't available when I need them . . . 5 4 3 2 1
27. The COS Library is more difficult to use than my high school library 5 4 3 2 1
28. Do you know where the COS Library is located? ____ (1) YES ____ (2) NO ____ (3) NOT SURE
29. Have you ever been inside the COS Library? ____ (1) YES ____ (2) NO ____ (3) NOT SURE
30. Have you used the services of the COS Library? ____ (1) YES ____ (2) NO
31. My instructor in this class has required me to use the library. ____ (1) YES ____ (2) NO
32. My department has enough reference books so that I don't have to go to the library. ____ (1) YES ____ (2) NO ____ (3) DOES NOT APPLY
33. How often this semester have you used the COS Library for the following:
- | | NEVER | ONCE OR TWICE | SEVERAL TIMES | ALMOST WEEKLY | ALMOST DAILY |
|---|-------|---------------|---------------|---------------|--------------|
| 1) meet my friends and talk | 1 | 2 | 3 | 4 | 5 |
| 2) use the typewriter or copy machines | 1 | 2 | 3 | 4 | 5 |
| 3) study my own notes or books | 1 | 2 | 3 | 4 | 5 |
| 4) leisure reading; for example, current newspaper or magazines | 1 | 2 | 3 | 4 | 5 |
| 5) ask library staff to help me find materials | 1 | 2 | 3 | 4 | 5 |
| 6) check out books put on reserve by my instructor | 1 | 2 | 3 | 4 | 5 |
| 7) use the dictionary or encyclopedias | 1 | 2 | 3 | 4 | 5 |
| 8) use the card catalog | 1 | 2 | 3 | 4 | 5 |
| 9) locate a book referenced in the card catalog | 1 | 2 | 3 | 4 | 5 |
| 10) use the Reader's Guide to find magazine articles on specific subjects | 1 | 2 | 3 | 4 | 5 |

USE THE SPACE BELOW TO WRITE ANY COMMENTS YOU MIGHT HAVE CONCERNING THE COS LIBRARY AND THE SERVICES IT OFFERS.

LIBRARY USAGE QUESTIONNAIRE
(FACULTY)

-33-

Name _____ (optional)

We would like to find out about your experiences in using the COS Library and what you think about the services we provide. Your cooperation in filling out this questionnaire will help us evaluate present services and identify areas where future improvements could be made. We appreciate your help

1. How often do you use the COS Library?

- | | |
|---------------------------------|---------------------------------|
| 1. () almost daily | 4. () once or twice a semester |
| 2. () almost weekly | 5. () not at all |
| 3. () several times a semester | |

2. The COS Library offers many services. Indicate how frequently you have made use of each this year by circling the appropriate number.

	Almost daily	Almost weekly	Several times	Once or twice	Not at all
(1) Magazines/newspapers for leisure reading.....	5	4	3	2	1
(2) Study own books or notes....	5	4	3	2	1
(3) Use reference material in the Library.....	5	4	3	2	1
(4) Receive help from librarians	5	4	3	2	1
(5) Use machines or typewriters.	5	4	3	2	1
(6) Put materials on reserve for my students.....	5	4	3	2	1
(7) Use interlibrary loan to get material not owned by COS....	5	4	3	2	1
(8) Check out books or reference materials.....	5	4	3	2	1
(9) Other	5	4	3	2	1

3. Have you experienced problems in using the following resources?

	Yes	No	No opinion
(1) Card catalog.	()	()	()
(2) Reference/Reserve materials.	()	()	()
(3) Magazines/newspapers.	()	()	()
(4) Microform materials.	()	()	()
(5) Photocopy machines.	()	()	()

4. Please rate each of the following areas as to the helpfulness and courtesy of the staff.

	Excellent	Good	Fair	Poor	No opinion
(1) Reference/Reserve desk.....	4	3	2	1	0
(2) Circulation desk.....	4	3	2	1	0
(3) Periodicals desk.....	4	3	2	1	0

5. Have you found service to be prompt in each of the following areas?

	Yes	No	No opinion
(1) Reference/Reserve desk	()	()	()
(2) Circulation desk	()	()	()
(3) Periodicals desk	()	()	()

6. The materials I need are available in the COS Library:

____ (1) always ____ (2) sometimes 39 ____ (3) rarely

7. I encourage my students to use the COS Library.

33a

() agree

() disagree

8. If you teach courses which do not require students to use library resources, please check any of the reasons below which apply.

- ☐ (1) Course content is covered adequately in texts, labs, and lectures.
☐ (2) Too many students.
☐ (3) Library resources are inadequate.
☐ (4) Library work is inappropriate at this curricular level.
☐ (5) Students lack adequate library skills.
☐ (6) Other. Please specify _____

9. Teaching students how to use the library is a necessary part of their learning experience.

() agree

() disagree

10. How to use the library could best be taught to my students:

- ☐ (1) As part of my classroom instruction.
☐ (2) Mini-course taught in the library by library staff.
☐ (3) Library orientation at the beginning of the semester.
☐ (4) Other. Please specify _____

11. The person(s) most suitable to explain to my students about library usage would be:

- ☐ (1) Library staff.
☐ (2) Classroom instructor.
☐ (3) Collaboration (librarian/instructor)

12. Some reasons COS instructors might not use the Library.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
(1) Their work doesn't require much library use.....	5	4	3	2	1
(2) Inavailability of materials.....	5	4	3	2	1
(3) Don't have enough time.....	5	4	3	2	1
(4) It is difficult to find the materials needed.....	5	4	3	2	1
(5) It is more convenient to use other resource materials.....	5	4	3	2	1
(6) Other reason. Please specify _____					

13. Before you came to COS your experience was:

- ☐ (1) High school instructor.
☐ (2) Junior college instructor.
☐ (3) College or university instructor.
☐ (4) Professional work experience.

14. I would like more information of the COS Library and its services.

☐ () Yes

☐ () No

15. Any comments or suggestions you would like to make regarding Library services and facilities.

APPENDIX C

FACULTY SURVEY RESULTS

FACULTY USAGE OF COS LIBRARY

Frequency of usage:

5% almost daily (N=1)
 23% almost weekly (N=5)
 32% several times a semester (N=7)
 36% once or twice a semester (N=8)
 5% not at all (N=1)

Use of specific services:

	Almost daily (5)	Almost weekly (4)	Several times (3)	Once or twice (2)	Not at all (1)	$\bar{X}$	N
Magazines/newspapers		14%	14%	34%	38%	2.05	21
Study areas	5%	11%	5%	5%	74%	1.68	19
Reference material		10%	40%	45%	5%	2.55	20
Librarians' assistance		5%	38%	57%		2.48	21
Machines or typewriters			6%	6%	88%	1.17	18
Materials on reserve	5%		17%	17%	61%	1.72	18
Interlibrary loan			5%	20%	75%	1.30	20
Materials for check out		10%	35%	25%	30%	2.25	20
Other		13%	13%	12%	62%	1.75	8

Instructors might not use the library because:

	Strongly agree (5)	Agree (4)	No opinion (3)	Disagree (2)	Strongly disagree (1)	$\bar{X}$	N
Their work doesn't require much library use.....	25%	40%	25%	10%		3.80	20
Inavailability of materials..		26%	21%	47%	5%	2.68	19
Don't have enough time.....	5%	25%	25%	40%	5%	1.60	20
It is difficult to find the materials needed.....		5%	15%	70%	10%	2.15	20
It is more convenient to use other resource materials.....	15%	40%	20%	15%	10%	3.35	20

APPENDIX C
(Cont'd)

OPINIONS ON LIBRARY SERVICES AND MATERIALS

Experienced problems in using (N = 22):

	Yes	No	No opinion
Card catalog		100%	
Reference/Reserve materials		91%	9%
Magazines/Newspapers		95%	5%
Microform materials		64%	36%
Photocopy machines	5%	64%	32%

Helpfulness and courtesy of the staff (N = 22) :

	Excellent (4)	Good (3)	Fair (2)	Poor (1)	No opinion (0)	$\bar{X}$
Reference/Reserve desk	73%	14%			14%	3.32
Circulation desk	73%	23%			5%	3.59
Periodicals desk	68%	18%			14%	3.27

Service promptness (N = 22) :

	Yes	No	No opinion
Reference/Reserve desk	91%		9%
Circulation desk	100%		
Periodicals desk	91%		9%

Materials I need are available (N = 22) :

32% always (N = 22)
46% sometimes (N = 22)
9% rarely (N = 22)

FACULTY ATTITUDES TOWARD STUDENT USAGE

I encourage my students to use the COS Library (N=22):

9% disagree
91% agree

If you do not require students to use library resources, please check any of the reasons below (N = 16) : (73%) :

Course content is covered adequately in tests, labs and lectures.	50%	8
Too many students.	6%	1
Library work is inappropriate at this curricular level.	19%	3
Students lack adequate library skills.	13%	2
Other. (Reference materials in departments, instructor needs to develop projects in library for students.)	13%	2

Teaching students how to use the library is a necessary part of their learning experience:

100% agree

APPROACHES TO LIBRARY SKILLS INSTRUCTION

Basic library skills could best be taught to my students (N = 31) :

		N
As part of my classroom instruction.	3%	1
Mini-course taught in the library by library staff.	39%	12
Library orientation at the beginning of the semester.	48%	15
Other.	10%	3

Person(s) most suitable to explain to my students about library usage (N = 24) :

		N
Library staff	67%	16
Classroom instructor	4%	1
Collaboration (librarian/instructor)	29%	7

FACULTY SAMPLE

Prior experience:

High school instructor	50% (N=11)
Junior college instructor	14% (N= 3)
College or university instructor	14% (N= 3)
Professional work experience	64% (N=14)

INSTRUCTOR COMMENTS REGARDING LIBRARY SERVICE

In this class I have references in the room.

Everything I have asked the library for has been done. The lack of use reflects on me, not the library.

Typewriters are in poor condition. Three out of four are not working most of the time. Ribbons should be periodically changed.

For what I need, you have been great!

I have always believed the COS Library to be best among similar competition.

Books that might be helpful to our area are so expensive and the use would not justify the cost.

I maintain an updated file of materials I acquire thru workshops and periodical subscriptions.